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ABSTRACT

This paper focuses on the need for continuous evaluation in community college curriculum. During the process of analyzing and updating instruction, curriculum objectives should be recognized, especially: (1) knowledge objectives, which include relevant facts, concepts, and generalizations; (2) skills objectives, such as critical and creative thinking and problem solving; and (3) affective goals, which stress that students achieve positive feelings toward knowledge and skills acquired. Community college instructors need to plan the best objectives, learning activities for students to attain these objectives, and appraisal procedures to ensure that graduating students are ready for the work place, which is becoming increasingly technical and complex. Colleges need to train and educate students so that efficiency on the job is in evidence. The Secretary's Commission on Achieving Necessary Skills emphasizes proficiencies that should be taught in education and at the work place: (1) planning in using resources, knowledge and information skills, applying technology skills, and working effectively with others; (2) assisting employers to recruit and train workers; (3) motivating workers to achieve; and (4) preparing workers for the 21st century. The paper also discusses the importance of ethics in both community colleges and the work world, and the importance of interpersonal instructional skills in a teacher's cultivation of student motivation. Contains 16 references. (AS)

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Community College Curriculum Development

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COMMUNITY COLLEGE CURRICULUM DEVELOPMENT

The community college curriculum needs continuous evaluation to notice necessary changes and modifications which should be made. The societal arena does not remain stable, but appears to experience rather continuous transformations. Faculty and administrators need to address needed alterations which may improve the curriculum (Ediger, 1995, Chapter Four). Which areas need to be viewed for possible changes?

Objectives of instruction from each instructor should be studied, analyzed, and updated. There are diverse categories of objectives in the curriculum. Knowledge objectives, including relevant facts, concepts, and generalizations, might need updating as evidence warrants. Second, skills objectives emphasize using acquired knowledge. These skills might well include critical and creative thinking as well as problem solving. Thus higher levels of cognition are being emphasized in teaching and learning. It is vital that the level of application is in the repertoire of the community college student as a result of having met graduation standards. Applying what has been acquired may well mean to guide learners to perceive that what is presented in a lesson is related to that which was previously learned. This will assist students to retain content learned and find it useful in the college and societal setting. Knowledge objectives then should not be separated from skills ends since the latter emphasizes using the former.

A third category which community college faculty and administrators need to evaluate are affective goals. The affective goals stress that students achieve positive feelings toward knowledge and skills acquired. If negative attitudes are in the repertoire of the student, the chances are that future as well as present learning will not occur sequentially. With good attitudes, students learn to appreciate, grow, develop, and feel in a positive manner toward knowledge and skills. Thus quality affect is an outcome of each lesson and unit taught by the

instructor. Community college instructors need to work in the direction of guiding students to learn to like diverse curriculum areas that contain the goals of instruction (Ediger, 1999, Chapter One).

The Community College Curriculum

An important issue in the community college curriculum pertains to integrating vocational and general education. In a survey of 295 community colleges, randomly selected, the following were emphasized as means to integrating the vocational and the academic:

1. having general education requirements for students.
2. stressing applied academic courses.
3. bringing in academic skills into the vocational arena.
4. emphasizing modules from the academic into vocational course work.
5. using a multi-disciplinary curriculum by joining together the academic and the vocational.
6. implementing a college within a college approach.
7. advocating English skills and remediation within the framework of the vocational.

Major hindrances in moving toward the above criteria included the status differences between instructors in the academic as compared to the vocational realm of instruction as well as leadership not being in evidence to make these changes. (Grubb and Kraskouskas, 1992).

There are numerous barriers to change and innovation in community colleges. Among others, these may include complex campus procedures in working toward revision, state mandates which need fulfillment, tradition as a goal of the institution and of instructors, work inherent in restructuring the curriculum, fear of the unknown by instructors and administrators, a do not fix it philosophy when all is going smoothly, a lack of skills for instructors and administrators in working together in committee settings to emphasize planned change, a need for change agents to move the curriculum from where it is to where

it should be, beliefs by faculty and administration that the community college curriculum as it is does not need restructuring, and complacency by those involved in shaping needed changes.

Pautler (1992) emphasizes changes that community colleges face. These will require skills in leaders for those planning needed changes. Leadership provides the opportunity for innovation to faculty, as well as the need for making ongoing curricular changes as situations arise. Planning should be sequential and continuous.

Too frequently, instructors and administrators lack vision in restructuring the curriculum. Planning of the curriculum is necessary and should be done without interruption. Changes are not made for the sake of doing so, but rather for the sake of improving the curriculum for students. As society and its requirements change, so must the community college curriculum evaluate what is presently being offered to students and make necessary modifications. Trends in society need careful study to determine objectives, course content, and evaluation procedures in the curriculum. Collaboration of faculty, administrators, students, and interested lay persons is of vital importance so that the goals of learners are being met. A work force is needed in society which will be increasingly productive in diverse endeavors. Thus community colleges need to offer students the best curriculum possible. Students individually should attain as optimally as possible (Ediger, 1998, Chapter Two)..

Arnold (1992) advocates that employers develop high tech positions which pay well. Community colleges need to train and education students well so that efficiency on the job is in evidence. There needs to be linkage among k-12, post secondary education, and the world of work. The Secretary's Commission on Achieving Necessary Skills (SCANS) emphasizes skills that should be taught in education and at the work place. These include the following:

1. planning in using resources, knowledge and information skills, applying technology skills, and working effectively with others.
2. assisting employers to recruit and train workers who can do well in the world of work.

3. motivating workers to achieve well at the work place.
4. preparing workers for the 21st century.

There are indeed many expectations from workers in high tech positions. Society has become quite complex. Thus workers need to be able to identify and solve problems. This requires being able to use reference sources directly related to the problem being pursued. Solutions to problems generally are tentative and require testing in the work place. Cooperative problem solving will be stressed. Individuals then need to be able to work well with others. Hostility and anger toward others has no place in achieving goals: These feelings hinder cooperative endeavors in achieving necessary objectives of the business or company. It is of utmost importance to secure the most capable individuals as a beginning step in developing a competent work force. These workers must be sought and encouraged to work in the market place. People with high energy levels tend to attain goals more effectively as compared to the unmotivated. Inservice growth and development will then be used in a more effective manner. Quality workers should be in evidence presently as well as for the next century. Highly motivated people who have an inward desire to learn and to achieve are a credit and an asset to the business and place of work (See Ediger, 1995, 25-31).

Academic course work is viewed as being much more superior as compared to vocational tracks. This is indeed unfortunate. There are high school students who cannot benefit from a heavy dose of the academic. They are more inclined to like vocational and technical course work. One should not view it to be segregation when secondary school students go the occupational route of studies. Marmaras (1992) describes a partnership program between a high school of Warwick, Rhode Island and the nearby Rhode Island Community College (RICC). Secondary students are evaluated in grade ten to participate in the cooperative program. In grade eleven, students start their work in fields such as to pursue a career in a technological, business, or health field. After satisfactory completion of the eleventh grade, students may then

enter any technical program at RICC.

The cooperative program of Warwick High School and RICC may and could solve many problems in education. Certainly students might perceive increased purpose or reasons for learning when pursuing what is of interest to them personally. Too frequently, secondary educators place a very high value on the academic areas of learning solely. But what happens if learners do not wish that kind of a curriculum? I have known a high school student who received low grades in academic course work, but became a successful contractors. As contractors in the practical world, they placed numerous estimates for building buildings for others. Mathematics then became useful and functional. Many of these individuals as high school students did not care for the study of literature due to "possessing poor reading skills." And yet, these same individuals as adults read complex manuals for installing air conditioners, centralized heating units, and other modern devices. I truly believe we have not met the needs of these students when the demand is made to excel in the academic areas largely. If educators fear that segregation is involved with an academic track or a separate vocational track in the secondary school, perhaps a cooperative arrangement can be worked out between a high school and a nearby community college. The cooperative agreement would emphasize that high school students could spend part or all of their time in the community college studying for a career. A cooperative agreement might spell out the objectives that a student is to achieve and how each objective is to be attained. Certainly, students should understand how they are to be appraised to notice success in the cooperatively arranged program. Students then are learning technical and vocational skills in preparation for the world of work with a satisfying career. The academics are not eliminated but students acquire applied academic knowledge with major emphasis being placed upon getting ready for being in the work place. The work place should be a satisfying situation for the individual, not a place to dread. Remuneration for services performed must be adequate so that a quality life style may be in evidence.

Ethics is a key concept to emphasize in the community college and in the real world of work. In fact, ethics should be inherent in whatever is done, at any accountable age level. Engelhardt (1993) describes a course in ethics that sophomores take at the Utah Valley Community College at Orem. The interdisciplinary course is entitled "Ethics and Values" and emphasizes the following strands-- duties, rights, utility, sexual morality, abortion, euthanasia, nuclear war, and capital punishment.

All persons should experience discussions pertaining to ethics, be it in course work or in informal settings. With rampant crime, immorality, and corruption, it behooves instructors and others to assist learners to attain a set of ethical standards and values that truly provide direction in life and living. The consequences of numerous acts may indeed be highly detrimental to individuals. In addition to crime, immorality, and corruption, there are many other avenues in life which violate proper standards for ethic and values. The latter include items such as rudeness, biases, hatreds and dislike toward others, as well as theft of minor items from the work place where the cases of detection are small indeed. Appropriate ethics and values emphasize that one accepts and treats others with respect. One is honest and sincere in dealing with human beings and is humane toward animals (Ediger, 1996, Chapter One)..

The Educational policies Commission of the National Education Association (1962) in their booklet entitled The Central Purpose of American Education stated "The purpose which runs through and strengthens all other purposes -- the common thread of education -- is the development of the ability to think." Here are selected excerpts from their booklet:

1. Whenever an objective has been judged desirable for the individual or the society, it has tended to be accepted as a valid concern of the school.

2. The basic American value-- respect for the individual, has led to one of the major charges which the American people have placed on their schools: to foster that development of the individual capacities which will enable each human being to become the best person capable of becoming.

3. the free person has a rational grasp of himself/herself, the surroundings, and the relationship between them.

4. The cultivated powers of the mind have always been basic in achieving freedom. The powers involve the processes for recalling and imagining, classifying and generalizing, comparing and evaluating, analyzing and synthesizing, and deducing and inferring. These processes enable one to apply logic and the available evidence to his/her ideas, actions, and pursue better whatever goals he/she may have. This is not to say that the rational powers are all of the life or all of the mind, but they are of the essence of the ability to think.

Earlier, (1938), the Educational Policies Commission (EPC) listed four major goal strands of education. These were a description of the educated person, the educated member of a family, the educated producer and consumer, and the educated citizen. Inside these four strands are numerous objectives that emphasize developing ethical character.

Still earlier, the National Education Association (NEA) in 1918 came out with the Seven Cardinal Principles of Education. One of the seven was to develop within students the skills and abilities of achieving ethical character. Thus the development of ethical character has been a goal for student attainment through the decades and still remains vital.

Ethics education and application should be a definite goal of the community college curriculum. Increased peace of mind and character is an end result of behaving ethically. Students need to apprise the self in terms of criteria stressing the ethical being. Throughout the work experience of students and adults, emphasis should be placed upon development of ethical behavior in the community college curriculum as well as in the curriculum of life.

Hart and Boehm (1992) describe programs of community college Education for intellectually handicapped individuals. They discuss the philosophy of eliminating barriers for handicapped individuals and a commitment to assist these persons in job training. Further, the curricula content, admission requirements, and funding for the program are discussed. Reading and writing skills are not required as entry goals to these community colleges in Canada. Handicapped individuals must have an employment goal as well as support from a legal guardian.

They will develop skills in class participation, social skills, and orientation to the work place.

It is vital that community colleges have salient understandings, skills, and attitudinal goal for all students to attain. To achieve these objectives, students should experience work place skills to achieve objectives. Evaluation, using a variety of approaches, should be emphasized to ascertain of the stated objectives have been attained by learners. A gradual transition should be in evidence to guide students to enter the work force after completing community college requirements (See Ediger, 1996, 3- 25).

Principles of Teaching and Learning in Community Colleges

There are definite principles of learning that community college instructors should stress. Thus instructors should guide students to perceive the relationships of newly presented content with what learners acquired in prior times. Content that is related will be retained longer than that which is unrelated. Then too, it is easier to apply content to new situations if a relationship of ideas is perceived. Second, students need to understand what was taught and attach necessary meanings to these items of knowledge, skills, and attitudes. Meaning theory is important for instructors to emphasize when teaching students. Third, students need guidance to perceive purpose in learning. With purpose, there are accepted reasons by students for learning and achieving. Best it is if a student learns due to intrinsic motivation. Thus within the learner there is a desire to learn. Interest might be a factor, among others. Extrinsic motivation emphasizes that a student learns due to something outside the actual learning of content that motivates, such as a high grade or a test that is forthcoming. The rewards then motivate and encourage learning. I believe that lifelong learning is best facilitated through intrinsic motivation. The student then has a high energy level for learning due to personal factors that relate to the subject matter or skills being studied. If a student lacks motivation, he/she will not attend to what is being taught and will not remember that which was emphasized in ongoing lessons and units of study. Perhaps, there was little intent to listen to or hear what was presented by the community

college instructor.

The instructor can do much to motivate students. One way is to present subject matter in an interesting way. There are numerous methods of instruction that may be used. The method chosen should harmonize with the learning styles of involved students. An inductive procedure of instruction stresses the use of many questions issued by the instructor. Answers which come from students assist them to achieve vital concepts and generalizations. With a deductive approach, the instructor lectures in a stimulating manner and then evaluates how much students have learned and how much they can apply in a new situation. Through the use of tests and discussions, among other means, the instructor may ascertain how much students have acquired from content presented deductively. The instructor may also wish to emphasize a problem solving approach in teaching-learning situations. Here, students need to be stimulated to identify vital problems within a lecture, discussion, or audio-visual presentation, among other learning activities. After the problem(s) have been identified, students may work individually or within a committee setting to locate needed information in answer to the stated problem area(s). Diverse reference sources, reading and nonreading activities, might be used in securing needed information in answer to the problem. An hypothesis is developed directly related to the identified problem(s). After thought, deliberation, critical and creative thinking, the hypothesis is accepted, refuted, or modified. Inductive, deductive, and problem solving procedures may be emphasized in the academic as well as in vocational training. The word "subject matter" or "content" as used by the writer emphasizes knowledge and skills developed or acquired to solve problems. Problem solving has many uses in that this approach may be used in community college course work as well as in the societal arena.

Tuckman (1995) has done much research on developing an interpersonal teaching model. He developed the Tuckman Teacher Feedback Form (TTFF). Students are to place a check mark in the space that best describes his/her teacher. The check mark is placed in one of the seven boxes (a seven point scale) pertaining to each trait on the

TFFF form. The following traits, among others, then are evaluated by each student pertaining to the teacher experienced;

1. Disorganized	Organized
2. Clear	Unclear
3. Aggressive	Soft spoken
4. Confident	Uncertain
5. Common place	Clever
6. Creative	Ordinary
7. Old-fashioned	Modern
8. Likable	"Stuck Up"
9. Exciting	Boring
10. Sensitive	Rough

In between each pair of words such as number one above (Disorganized Organized), there are seven boxes for making one check mark. These boxes are labeled 1. Very 2. Somewhat 3. A Bit 4. In the Middle 5. A Bit 6. Somewhat 7. Very.

Certainly teachers who care, accept others, reveal warmth, are creative, and are likable should have a more positive influence on students than those who reveal opposite traits in working with others. Interpersonal instructional skills are needed by community college instructors to guide optimal student achievement.

In Closing

Community college instructors need to plan the best objectives. learning activities for students to attain the stated objectives, and appraisal procedures possible so that graduating students are ready for the work place. These graduates need to be prepared for the challenges of a changing society. Updated training will be necessary in the future for each worker. The work place should have well educated workers who feel challenge to do the best possible in producing quality products and processes. Instructors on the community college level should stress the

knowledge, skills, and attitudes which are positive and induct learners into the world of work. Ample room is available in a community college to prepare students who will transfer to a four year institution of higher education. These also need to experience the best of objectives, learning opportunities, and evaluation procedures.

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